



## EDUCATOR EFFECTIVENESS SYSTEM • INFORMING, REVISING, REFINING

### Incremental Implementation

Drawing upon feedback from Race to the Top states further along the implementation timeline for Educator Effectiveness and national educational organizations providing policy recommendations about implementation quality, the Wisconsin Department of Public Instruction (DPI) decided to utilize an incremental implementation timeline. Specifically, DPI chose to carefully develop and test each aspect of the new Wisconsin Educator Effectiveness (EE) System with educators across multiple years to allow their feedback to inform revisions and refinement to the system. The following sections describe evaluation activities and findings from the Developmental Pilot (2012-13), and the evaluation of the Full Pilot (2013-14).

### Developmental Pilot Evaluation

During 2012-13, teams of educators representing 115 districts across the state pilot-tested the two major components of the EE System: 1) evaluation of teacher or principal practice, and 2) student and school learning objectives (SLOs). The Developmental Pilot evaluation primarily focused on the implementation processes for each of the components, in addition to the training and readiness strategies. Methods used for gathering feedback included post-training surveys, district case studies, face-to-face interviews and phone interviews with pilot participants, end-of-the-year surveys and document analysis.

#### *Sample Key Findings*

- 99% of all pilot participants agree “The Danielson Framework for Teaching provides a good description of what teachers should know and be able to do.”
- 98% of all pilot participants agree “Working to improve on the four domains and the 22 components of the Danielson Framework for Teaching will assist teachers in their classroom practices and professional responsibilities...”
- Most participants also felt strongly that the Wisconsin Framework for Principal Leadership provides a good description of what principals should know and be able to do.
- According to Curtis Jones, lead evaluator, UW-Milwaukee, “Most participants, overall, hold positive beliefs about Educator Effectiveness. They believe the System is fair and will result in valid ratings of educators , and they understand what they need to do to complete the process. Generally this was true both at the beginning and the end of the pilot.”
- Jones also found that “Piloting the Educator Effectiveness System is providing districts with important experience for how to complete the Educator Effectiveness System. Piloting districts improved their understanding of the system.” —Curtis Jones, lead Evaluator, UW-Milwaukee
- Districts are seriously concerned about the amount of time and resources needed to complete the full pilot next year.
- Districts want clear guidance as to where DPI-mandated components of EE end and where their own adaptation of EE to their local context begins.
- Participants requested more guidance in the development and scoring of SLOs. The majority of SLOs designed by piloting districts did not measure growth targets and instead were attainment-based.



## Full Pilot Evaluation Plan

During 2013-14, the pilot expanded to include 237 districts and larger teams of educators within those districts. As opposed to the Year One Pilot in which pilot participants implemented one of the two major components of the EE System, Year Two pilot participants will implement the two components of the EE System simultaneously. External evaluators for the Full Pilot will use similar feedback-gathering methods to the Developmental Pilot. In addition, a component of the evaluation is quantifying the amount of time necessary to administer the system successfully and with fidelity and identify specific strategies districts use to manage the time and resources needed to implement.

### *Fidelity*

DPI will also utilize evaluation findings to identify conditions which increase implementation fidelity.

Specifically, what strategies promote or inhibit the successful implementation of the EE System? For example:

- a. *How well do participants understand the various aspects of EE?*
- b. *What attitudes do participants have toward EE?*
- c. *How are participants using the Teachescape resources for evaluation planning, implementation and support?*
- d. *How well does the training and support provided by DPI and the CESAs promote the successful implementation of EE?*

### *Capacity*

The evaluation includes methods to identify the amount of time required of all participants (i.e., evaluators, educators, and Effectiveness Coaches) to implement the EE System. The study will explore several recurring sub-questions, including:

- a. *How much time does each component take (e.g., planning, meetings, observations, etc.)?*
- b. *How much time does the system in its entirety take?*
- c. *How much time do participants spend on non EE-related activities (e.g., building duties, management, etc.)? What are they?*
- d. *What positively and negatively impacts staff capacity?*
- e. *How do existing EE pilot participants successfully manage the time and resource requirements for completing EE with fidelity?*

Drawing upon evaluation findings, DPI will develop guidance that informs successful reorganization of roles and responsibilities, schedules, and existing resources. This will increase capacity for all roles and participants, and improve the fidelity of implementation of the EE System.

## Evaluation of Full Implementation

At the current phase of implementation—testing and refining the system through pilot participation—it is too early to measure the impact of the System. However, in future years (2015-16 and beyond), DPI intends to expand the evaluation to measure the validity and reliability of the system, as well as the quality of implementation and the impact of the EE System on student achievement. Beginning in 2014-15, DPI staff will develop a Request for Proposals (RFP) to clearly articulate the specifications of the future evaluation in order to contract with an independent, external evaluator beginning in 2015-16. As this date approaches, DPI staff will provide updates to stakeholders regarding evolving evaluation activities.

*If you have any questions about EE Evaluation activities, please contact Educator Effectiveness Director Katharine Rainey at [Katharine.rainey@dpi.wi.gov](mailto:Katharine.rainey@dpi.wi.gov) or the lead evaluator, Curtis Jones, at [jones554@uwm.edu](mailto:jones554@uwm.edu).*